

CALIFORNIA

OCT 29 1951

STATE LIBRARY

BULLETIN

**of the school library
association of california**

october, 1951

volume 23, number 1



CAXTON'S NEW TITLES

for Good Reading

Americana

- HANGING JUDGE** by Fred Harvey Harrington. Judge Isaac Charles Parker is the central figure in this history of the Southwest. 199 pages, 8vo. Illustrated.
 July 19, 1951 \$4.00
- HOME BY THE BERING SEA** by Mary E. Winchell. A missionary teacher in the Aleutian Islands reviews her many experiences. 226 pages, 8vo. Illustrated.
 August 20, 1951 \$4.00
- LADY UNAFRAID** by J. Raleigh Nelson. The story of a 17-year-old girl who taught in the wilderness of the Ojibway country of Lake Superior in 1862. 278 pages, 8vo.
 September 20, 1951 \$5.00
- NEWS FOR AN EMPIRE** by Ralph E. Dyar. The story of William H. Cowles, founder and publisher of the *Spokesman-Review*, Spokane, Washington. 592 pages, 8vo. Illustrated.
 November 17, 1951 \$5.00
- PIONEER DAYS IN IDAHO COUNTY, Vol. II**, by Sister M. Alfreda Elsensohn. This volume deals with the history and geographical features of Idaho's Primitive Area. 590 pages, 8vo.
 December 15, 1951 \$10.00

Fiction

- THE VALLEY OF VISION** by Vardis Fisher. This novel about King Solomon is the sixth in Fisher's Testament of Man Series. Deluxe edition of 100 copies, numbered and signed by the author. 432 pages, large 12mo. Ready \$9.00
- THE WIND LEAVES NO SHADOW** by Ruth Laughlin. A romance linking New Mexico's past with the destiny of a beautiful woman gambler. About 360 pages, large 12mo. Reprint, revised, enlarged.
 October 1, 1951 \$3.50

Juvenile

- GRANDPA TOGGLE'S WONDERFUL BOOK** by Robert L. Grimes. The gay, mythical characters of each story make Grandpa Toggle's adventures fun for everyone. 142 pages, 8vo. Illustrated. Ready \$2.50
- WAGON TO A STAR** by Frances Lynch McGuire. A human interest story of life on an Iowa farm in 1880. 200 pages, 8vo. Illustrated by Gertrude M. Williamson. Ready \$3.00

Miscellaneous

- FRENCH LEGIONNAIRE** by Alfred Perrott-White. The adventures of a valiant soldier in the French Foreign Legion from 1938 to 1943. 212 pages, 8vo. Illustrated. Ready \$4.00
- MR. ANONYMOUS** by Herbert C. Cornuelle. The story of William Volker, hardworking German immigrant, who became a great philanthropist. About 246 pages, large 12mo. Illustrated. August 8, 1951 \$4.00
- IN UNISON** by H. G. Livezey. Belief in the unity of God, man and the universe is expressed in free verse. 254 pages, 8vo. October 20, 1951 \$5.00
- HUNGER AND HISTORY** by E. Parmalee Prentice. The author traces the fundamental relationship between improved agricultural methods and increased productive activity. Reprint of 1939 Harper edition. 288 pages, 8vo. Illustrated. November 7, 1951 \$5.00
- PINNACLE JAKE** by Albert Benton Snyder, as told to his daughter, Nellie Snyder Yost. The true experiences of a cowboy in the great cattle country from 1887 to 1895. About 250 pages, 8vo. Illustrated. December 1, 1951 \$4.00
- LIBERTY VERSUS EQUALITY** by Erik Von Kuehnelt-Leddihn. A contemporary view of political ideologies as seen by an Austrian intellectual. About 360 pages, 8vo. December 26, 1951 \$6.00

Write for complete catalog



The CAXTON PRINTERS, Ltd.

Caldwell, Idaho









ADAPTABLE
CONVENIENT
ATTRACTIVE
ECONOMICAL

STEEL LIBRARY SHELVING

Designed for all types of
libraries and book storage rooms.

SECTIONAL CONSTRUCTION permits 3-foot sections of either Single- or Double- Faced units to be added or removed without affecting the remaining portion of the shelving. Floor anchors and overhead braces are not required.

SIMPLE ASSEMBLY with only a screwdriver and wrench permits easy installation or rearrangement.

ATTRACTIVE APPEARANCE, finished in either Sage Green or Warm Gray. Special colors available at slight extra cost to suit your interior scheme.

LOW IN COST, Ames all-steel Shelving actually costs less than shelving made from most other materials. Ask for our estimate and make the comparison.

W. R. AMES CO. also designs, manufactures and installs Multi-tier Bookstacks for all types of libraries. Write today for details and estimates.

BOOKSTACK DIVISION

W. R. AMES COMPANY

150 Hooper Street

San Francisco 7, California



ADJUSTABLE BRACKET-TYPE SHELVES of 8", 10" and 12" depths and 20" folio shelves are interchangeable and may be easily removed and relocated on the uprights at 1" vertical intervals. Height of uprights and number of shelves can be specified to meet your needs.

W. R. Ames Co.
150 Hooper Street
San Francisco 7, Calif.

Please send details regarding Ames Steel Library Shelving to:

Name

Address

City State

SECTION OFFICERS AND COMMITTEE CHAIRMEN

SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA

Southern Section — 1951-52 OFFICERS

President	Miss Bess Olson, Long Beach City College, Long Beach.
	Home address: 26 Tenth Place, Apt. 8, Long Beach. Telephone: L.B. 657402
Vice-President	Miss Marjory Pearson, South Gate High School, South Gate.
	Home address: 6920A Malabar St., Huntington Park. Telephone: Logan 51077.
Secretary	Mrs. Ima Venable, Jefferson Junior High School, Long Beach.
	2615 East Ocean Blvd., Long Beach. Telephone: L.B. 83165.
Treasurer	Miss Mary Louise Seely, Library and Textbook Section, Los Angeles City Schools, Los Angeles. Home address: 5736 So. Fairfax Ave., Los Angeles 56. Telephone: Axminster 12688.
Director	Miss Nance O'Neill, Manual Arts High School, Los Angeles, 4131 S. Vermont Ave., L.A. Home address: 851 Fedora Avenue, Los Angeles 5.

COMMITTEES

Book:	Miss Jean Galehouse, Chairman, Hollywood High School, Hollywood.
Bulletin:	Mrs. Mildred P. Frary, Associate Editor, Library and Textbook Section, Los Angeles City Schools, Los Angeles.
Membership:	Miss Nancy Lee Carmichael, Chairman, Fullerton Junior College.
Professional:	Miss Elizabeth O. Williams, Chairman, Library and Textbook Section, Los Angeles City Schools, Los Angeles.
Program:	Mrs. Ann Molloy, Chairman, Library and Textbook Section, Los Angeles City Schools, Los Angeles.
Publicity:	Miss Marjorie T. Fullwood, Chairman, Office of Curriculum Development, Long Beach Public Schools, Long Beach.
Social:	Miss Lois Fannin, Chairman, Long Beach School Library Service, Long Beach.
C.T.A. Representative:	Miss Ida Emilie Cornwell, Library and Textbook Section, Los Angeles City Schools, Los Angeles.
History:	Miss Hope Potter, Chairman, (Retired), Redlands.

SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA

Northern Section — 1951-52 OFFICERS

President	Mr. Thomas B. Murray, Contra Costa Junior College, East Campus, 1005 Escobar St., Martinez. Home address: 716 St. Mary's Road, Lafayette. Telephone: Lafayette 3281
Vice-President	Miss Geraldine Ferring, Bureau of Texts and Libraries, San Francisco Public Schools, San Francisco. Home address: 8 Gonzales Dr., S.F. Telephone: Del. 3-5449.
Secretary	Miss Barbara Cope, Contra Costa Junior College, West Campus, 1305 Central Drive, Richmond. Home address: 854 The Alameda, Berkeley. Telephone: La. 6-0686.
Treasurer	Miss Elsie Gates, Franklin High School, 300 Gertrude Ave., Stockton. Home address: 623 No. Edison St., Apt. 11, Stockton.
Director	Miss Irene Mensing, City College of San Francisco, S.F. Home address: 1212 Willard, San Francisco. Telephone: Lombard 4-9085.

COMMITTEES

Audio-Visual:	Miss Eleze Butler, Chairman, 3 Webster St., Colusa.
Auditing:	Miss De Vore Watt, Chairman, Albany High School, Albany.
Book:	Miss Geraldine Ferring, Chairman, Bureau of Texts and Libraries, San Francisco.
Budget:	Miss Marie E. Carroll, Chairman, Polytechnic High School, San Francisco.
Bulletin:	Miss Lucile Wester, Chairman, Elmhurst Junior High School, Oakland.
College:	Miss Virginia Slauson, Chairman, Napa Junior College, Napa.
Elementary:	Mrs. Geneva Willey, Chairman, Parker Elementary School, Oakland.
Junior High School:	Miss Cecelia Myrland, Chairman, Pittsburg Junior High, Pittsburg.
Senior High School:	Miss Vera Ann Swoboda, Chairman, Gilroy Union High School, Gilroy.
History and Records:	Miss Eugenia McCabe, Chairman, Castlemont High School, Oakland.
Membership:	Miss Fern Rommel, Chairman, Stockton High School, Stockton.
Nominating:	Miss Dorothy McGee, Chairman, Theodore Judah Elementary School, Sacramento.
Professional:	Mrs. Maurine S. Hardin, Chairman, Technical High School, Oakland.
Program:	Miss Yvonne Poirier, Chairman, Piedmont Elementary Schools, Piedmont.
Publicity:	Miss Mary L. Torpen, Chairman, San Mateo Junior College, San Mateo.

A complete list of committee members will appear in the Directory (March) issue of the Bulletin

COMING IN JANUARY

Watch for the article in the January issue by Howard Pease "Do You Read a Book?" and the one by Dr. Walter Loban, Assistant Professor of Education and Supervisor of the Teaching of English at U.C., on the subject of book selection. Every teacher of English as well as the librarian, should read these two articles thoughtfully before attacking the spring book order.

Further worthwhile advice on how to select books will come from Geraldine

Ferring who is in charge of book selection for San Francisco Schools and from N. R. Feasley, Pacific Coast Manager of the Henry Holt Co., who gives the book publisher's point of view.

In addition to these articles on book selection, we hope to have the report of the State Standards Committee, Helen Iredell, chairman, on building standards; and a description of new elementary libraries in Long Beach from Lois Fannin. These two articles are "musts" for anyone who is working on plans for a new library.

BULLETIN

OF THE SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA

October, 1951

Volume 23, No. 1

CONTENTS

	<i>Page</i>
Section Officers and Committee Chairmen.....	2
Meetings and Events, 1951-52.....	4
State Officers	4
United Nations, <i>by Helen Bullock</i>	5
Challenge, 1951-52, <i>by Bess Olson</i>	6
A Personal Impression, <i>by Thomas B. Murray</i>	7
The Editor's Page.....	8
The Associate Editor's Page.....	9
A Californian in Oslo, <i>by E. Ben Evans</i>	10
School Libraries in Norway— <i>Rikka Deinboll</i>	12
British Schools Today— <i>Frances Allen</i>	15
Frances Lander Spain.....	16
An Appreciation from Greece.....	16
A Cultural Center in Chile, <i>by Louise Seim</i>	17
A. L. A. Highlights — 1951, <i>by Jessie Boyd</i>	19
In Memory	21
Department Notes	
Bulletin Board Ideas (By the Year) <i>by Marguerite R. Kirschman</i>	23
UNESCO Gift Coupons, <i>by Vera Ann Swoboda</i>	26
Displays — <i>Florence Gardiner</i>	27
Personals and News Notes.....	28
Patzcuaro—A School for Living.....	31

Cover design by Peter Lang, of Joseph C. Laney Trade and Technical Institute, Oakland

SUBSCRIPTIONS

\$1.75 a year. Single copies 50c. Membership dues of \$2.50 include a subscription to the Bulletin.

MEMBERSHIP DUES \$2.50 A YEAR

Southern Section Members.....	Send dues to Miss Mary Louise Seely, Treasurer Library and Textbook Section Los Angeles City Schools Los Angeles
Northern Section Members.....	Send dues to Miss Elsie Gates, Treasurer Franklin High School 300 Gertrude Ave., Stockton

MEETINGS AND EVENTS FOR 1951-52

SOUTHERN SECTION MEETINGS AND EVENTS

BOOK BREAKFASTS:

Chairman: Jean Galehouse
Place: Manning's Coffee Shop, 319 West Fifth St., Los Angeles. Parking: Olive near Fifth, and Flower near Fifth.
Time: 9:00 A.M. Bring your breakfast to the balcony. If you have breakfasted, have coffee with us as we must guarantee a minimum of 10 cents per person.
Dates: October 6, 1951
 November 4, 1951
 January 5, 1951
 February 2, 1951
 April 5, 1951

INSTITUTE ANNOUNCEMENT

Los Angeles County Institute. Joint meeting of teachers and librarians, sponsored by the Southern Section of the School Librarians Association.

Time: Wednesday, October 31. 7:30 p.m.
Place: Rosemead High School, 1649 E. Mission Drive, Rosemead, California.

Speaker: Dr. Walter Kaulfers, Professor of Education at the University of Illinois. A panel discussion will follow the speaker.

Topic: The Cultural Basis for Language Arts.
Credit: Two institute credits.

Members of the Panel:

Miss Elizabeth Owen Williams, Acting Head Supervisor of the Library and Textbook Section of the Los Angeles City Schools, Chairman of the Panel.
 Mrs. Margaret Baumgaertner, English Dept., Nightingale Jr. High School, Los Angeles.
 Miss Mildred Bakke, Librarian, Franklin High School, Long Beach.
 Mrs. Sylvia Fichman, English Dept., Washington High School, Los Angeles.
 Miss Eva L. Andrews, Librarian, Washington High School, Los Angeles.

CHRISTMAS INSTITUTE MEETINGS

(2 institute credits)

Morning Session

Place: Beverly Vista Elementary School, Beverly Hills.

Date: December 8, 1951.

Time: 10:30 A.M. to 12 noon.

Topic and Speaker: to be announced.

Afternoon Session

Place: Crystal Room, Beverly Hills Hotel. (Luncheon)

Date: December 8, 1951.

Time: 12:30 P.M.

Speaker: Dr. Frank Baxter, Professor of Education, University of Southern California.

Topic: Christmas Poetry.

SPRING MEETING

To be announced.

NORTHERN SECTION

BOOK MEETINGS:

Chairman: Geraldine Ferring

Dates: October 6, 1951, Fairmont Hotel, S.F.
 December 1, 1951, San Francisco

January 12, 1952, East Bay
Date to be announced, Sacramento

SPRING MEETING

Chairman: Yvonne Poirier

Date: May 10, 1952

Place: Richmond, California

Program: To be announced later

STATE MEETING

Time: April 5-6, 1952

Place: East Bay

Program: To be announced

SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA

President	Miss Helen Bullock, San Jose State College, San Jose. Home address: 491 S. 7th St., San Jose. Telephone: Cy 5-6603
Vice-President	Mrs. Margaret Crawford, Westchester High School, Los Angeles. Home address: 1708 Poinsettia Ave., Manhattan Beach. Telephone: Frontier 28561.
Secretary	Miss Edith Bond, Teachers' Professional Library, San Francisco Public Schools, 750 Eddy St., S.F. Home address: 2038 Union St., S.F. Telephone: Fillmore 6-4531.
Treasurer	Miss Ruth Bradley, Santa Ana College, Santa Ana. Home address: 902 Cypress, Santa Ana. Telephone: KI 2-6940.
Director	Miss Marion Horton, Library and Textbook Section, Los Angeles City Schools, Los Angeles. 1205 W. Pico Boulevard, L.A. 15. Home address: 456 E. California St., Pasadena. Telephone: Syca. 3-1383.
ALA Representative	Miss Jessie Boyd, Oakland Public Schools, 1025 2nd Ave., Oakland. Home address: 5850 Birch Ct., Oakland. Telephone: OLYmpic 3-3055.
Chairman Standards Committee	Miss Helen Iredell, Wilson High School, Long Beach. 10th and Ximeno, Long Beach 4.
Chairman: Publicity Committee	Miss Bess Landfear, Audio-visual aids department, San Francisco Public Schools, 750 Eddy St., S.F. Home address: 1132 Kirkham, S.F. Telephone: MOntrorse 4-0400.

BULLETIN STAFF

Editor	Miss Lucile Wester, Elmhurst Junior High School, Oakland, 1800 - 98th Ave., Oakland 3. Home address: 1515 Scenic Ave., Berkeley. Telephone: ASH. 3-5429.
Associate Editor	Mrs. Mildred Frary, Library and Textbook Section, Los Angeles city schools, Los Angeles. 1205 W. Pico Boulevard, L.A. 15. Home address: 6117 South Fairfax Ave., Los Angeles 56. Telephone: AXminster 3-5990
Business Manager	Miss Beulah Dillenbeck, Westlake Junior High School, Oakland.
Subscription Editor	Mrs. Mary S. Warrenburg, Harry Ellis Junior High School, 33rd and Macdonald, Richmond. Home address: 458 McLaughlin St., Richmond 9. Telephone: Beacon 2-7631.
Assistant to the Editor	Mrs. Ruth Treveiler, Roosevelt Junior High School, Oakland.
Assistant to the Editor	Miss DeVore Watt, Albany High School, Albany. College Editor: Miss Virginia Slauson, Napa Junior College, Napa
Senior High School Editor:	Miss Vera Ann Swoboda, Gilroy Union High School, Gilroy
Junior High School Editor:	Miss Cecilia Myland, Pittsburg Junior High, Pittsburg
Elementary School Editor:	Mrs. Geneva Willey, Parker Elementary School, Oakland

The Bulletin of the School Library Association of California is issued four times a year by the Association

UNITED NATIONS



HELEN BULLOCK
State President

Again California has been the focus of all eyes with two great world meetings within a period of six years, and, it is quite astonishing that both were held in San Francisco. First, the United Nations Conference of 1945, with all the splendor and brilliance of peoples of other nations; second, the Japanese Peace Treaty Conference of 1951, a truly momentous occasion.

San Francisco and the Bay area went all out to put its resources at the disposal of the delegates who represented the major cultural and economic centers of the world. This meant careful planning by the many organizations and institutions which make up the metropolitan area of San Francisco. The San Francisco public library, for example, was prepared to help with background information, whether it was statistics, business, economics, or the cultural opportunities of the Bay area.

In a lesser degree school librarians shared in this honor which came to California. Many of you, no doubt, prepared weeks in advance, reading material and

lists for the Peace treaty, the countries represented, and the galaxy of personnel participating. It is important for all school librarians to be on the alert to provide accurate, non-prejudiced materials of all kinds on all the world. A tremendous task, this selecting, but one which is a challenge and a gratification to a profession which makes us responsible for the reader of tomorrow.

With the selection of the United Nations theme for the first issue, our editor has indeed selected a timely topic!

Those of you who were privileged to attend the recent meeting of the American Library Association held in Chicago on occasion of its 75th anniversary report high praise of the program built on the theme "Our American heritage in times of crisis." We can read the papers presented in the A.L.A. Bulletin, the Horn Book, the Library Journal, and the Wilson Library Bulletin, but all of us regret that we were not there to hear Jade Snow Wong, author of *Fifth Chinese Daughter*. She spoke with such dignity and beauty that, as one librarian reported, "There was not a dry eye in the audience when she finished."

Each new corps of officers is confronted with problems and projects, some continuing from previous years and others added each year, like a great rolling snowball. We have expressed our need for a state school library consultant, we are preparing a list of books for state publication on the education of children in the intermediate grades, and we publish a bulletin. Through this bulletin and our professional meetings we grow in strength, receive inspiration, and become acquainted with each other. We learn to be tolerant, exchange ideas with others of our profession, and participate in the activities of our association.

My best wishes to all members of the S.L.A.C. for an interesting and successful year. Let's add to our membership by each member recruiting one school librarian into our association.

CHALLENGE, 1951-52



BESS OLSON
Southern Section President

We librarians are proud of the record of the year just ended, and our newest past officers and committee members must feel a keen sense of satisfaction as they review the year and accept the deep appreciation of every one of our members.

Of the year ahead we know from our present national emergency that it may be one of uncertainty, of many difficulties. But we also know that obstacles challenge us to that *extra effort* that assures success. And so we accept the Challenge of the **EXTRA EFFORT**.

For school librarians these years of world crisis offer untold opportunities in fostering understanding through books, through thinking, through knowledge. Our libraries are resources of tolerance and understanding — our librarians are examples of them. This issue of the Bulletin features United Nations Week—may we practice its principles, live its ideals every week of the year, "that brotherhood may prevail."

The members of the Council urge your continued cooperation, your Extra Effort in participating in this year's program, as we wish you a very successful year.

"When we look into the long avenue of the future and see the good there is for each one of us to do, we realize after all what a beautiful thing it is to work, to live, and to be happy."—(R. L. Stevenson)

A TRIBUTE TO MISS GILLIS

The three-day conference of the California Library Association at the Fairmont Hotel in San Francisco ended on Saturday, October sixth with the California School Library Association luncheon, "A Salute to Miss Gillis." The beautiful Venetian room of the Fairmont was filled to capacity with the many librarians who wished to take part in this tribute to Miss Mabel R. Gillis who retired as head of the California State Library last spring. Everyone present knew that Miss Gillis, and her father before her, are responsible for our outstanding state library system and almost everyone knew her as a warm personal friend, so that it was with real emotion that the entire group stood spontaneously and gave Miss Gillis an ovation.

The program, arranged by Miss Geraldine Ferring, Book Chairman for the Northern Section, featured Mrs. Ruth Harshaw who gave an interesting account of how her radio program "Carnival of Books" on KNBC at 8:45 each Sunday morning is prepared. While Mrs. Harshaw has been in California she recorded in advance nine programs, each with a different California author and, I am sure, everyone who heard her will be listening to KNBC at 8:45 each Sunday morning hereafter.

A PERSONAL IMPRESSION



THOMAS B. MURRAY
Northern Section President

The Northern Section of the School Library Association of California has completed its organization for the coming school year. The willingness to serve of the various committee chairmen and members merits the appreciation of the entire membership of the section. Our participation in and support of the activity of both the section and the State Association is urged.

Service as President of the Northern Section of the School Library Association of California, after a somewhat limited period of contact with the organization, makes evident some personal limitations. Perhaps there is an advantage in the situation, however, which can be exploited, something like a view of the forest before being surrounded by the trees.

The present number of school librarians in California and the specialized nature of their duties and problems would alone

justify the existence of a separate professional organization, in addition to whatever other motivations for the creation of the organization are or have been present. In view of this fact, and in view of our potential membership as contrasted with our actual, can we set up objectives and realize benefits that will not only increase our present membership but will also attract whatever new people will be entering school librarianship?

Participation in and enthusiasm for professional activity in our association have been at a high level. A comparison between membership and the number of officers and committee chairmen and members in any given year will indicate the extent of this participation. Its continuation may eventually require a two-fold adjustment within our organization, a broadening of the membership base and the development of an organizational structure and practice that will permit any desired degree of participation in professional activity.

An increased membership and a developing role for our professional association are not merely interesting subjects to speculate upon. The population growth, the birth rate, and both the necessity for, and the rate of new school building in California, make it clear that our state will have more and more schools. That more and more schools shall mean more and more school libraries and librarians could very properly become a goal of increasing importance in our professional activity, especially at the state level.

We have all been reminded recently, in one way or another, of the times we are living in, of the historical forces that are present, and of our duties as teachers and school librarians in the light of the existing conditions. Only one further comment in that connection seems appropriate here. It is unlikely that we can soon expect a slower tempo of change and activity. Abnormalcy will probably become a new normalcy.

THE EDITOR'S PAGE

Today our government and many others are trying an experiment that is new in the history of the world—a planned, concerted effort to bring about an understanding among all nations, and through this understanding to make a first step toward solving, peaceably, the social problems of the world. These governments have recognized the importance of starting this training with the young people who are still in school. Because of this, various plans have been developed to train a group of people who will become leaders in education of this kind. We as librarians and teachers are proud that we are privileged to take part in this work. In this issue of the *Bulletin* we have reports from various members of our association, and others who are actively participating in this program, either under the leadership of our own State Department or that of UNESCO.

Ben Evans, the 1947 Editor of this *Bulletin* and our 1948 State President, who is on leave from his position at Bakersfield High, is on the staff of the American Embassy in Norway. His article on his work as Director of Library Service in the Information Center at Oslo is at once informative and interesting. He is also responsible for obtaining the delightful article by Mrs. Rikka Deinboll, Supervisor of the School and Children's Department of the Oslo Public Library, which gives a vivid account of the rapid progress that has been made since the war in developing school libraries in Norway.

Louise Seim, who was a librarian in an Oakland junior high school, spent part of last year working in a Cultural Center in Chile. Mrs. Frances Allen, an exchange teacher from England in Oakland, tells us of the great changes that have taken place in the English School system since the Education Act of 1945.

These articles are not only interesting in themselves, but we feel they will be of value to any of our readers who may wish to enter service in these fields. English and social studies classes in all our schools

should find the material informative, and it is our hope that this issue of the *Bulletin* will be circulated to faculties and students throughout the state.

LUCILE WESTER.

A New Department

In this issue we are beginning a new department which will bring together all the articles on practical library work. This department is the result of requests received by the editor from many members of the association who said they had especially liked the articles on bulletin boards, library tricks of the trade and practical helps which have appeared in the *Bulletin* of previous years. They hoped we would have even more of this type of material in the future.

This year this department will have as editors the chairmen of the Elementary, the Junior High, the Senior High, and the College Committees of the Northern Section. They and their committees will be happy to have questions, suggestions, or contributions from interested members of our association.

Our Advertising

We feel that our advertising is a very important part of the services offered by the *Bulletin*. It has been the policy in the past, and it will be in the present, to take only that advertising which will be of value to the librarian in his professional activities. We want our librarians to be able to turn to our columns knowing that the advertising will cover every needed service and that the firms represented will give them reliable and up-to-date materials which are the best in their field. In other words, we want to furnish a complete advertising directory to our members. We shall appreciate it if our members will let us know if we have neglected to get advertisers for any important service that they may need. We shall also appreciate it if, when ordering from a company, the member will mention that he saw the advertisement in the *Bulletin*.

THE ASSOCIATE EDITOR'S PAGE

There comes a time early in the career of every person who claims professional standing when he must stop and evaluate everything he is and justify his influence upon those to whom his work is dedicated. I know no quicker way to be jarred into the realization that this needs to be done than to be confronted with the steady gaze of the small child who questions the very basic truths of God and earth and life upon it.

In this professional and personal evaluation, we need to be specific on a number of things that face us, both philosophical and practical. We need a firm philosophy of education and librarianship to combat the forces that would undermine us with confusion. We need strength in the face of rumor, hearsay and gossip, all those things that catapult a normal situation into catastrophe. The little citizens of today's world read the nerve shattering headlines and hear and see the news as it occurs. They are involved early in world strife. We need to know ourselves, our materials, and to give to children that confidence that comes through sensing that the persons they love and respect are firm in their beliefs.

We need to be specific on the practical things. If we are to continue to provide the buildings, the staffs, and the books that will teach and inspire our youth, we must not only hold fast to our standards amidst the refinancing of education today, but we must convince our administrators that those standards are necessary.

Los Angeles, faced with an emergency problem, accepted a cut in the library book budget for secondary school libraries which placed the per pupil expenditure below the national standard set by the American Library Association. On behalf of the Los Angeles School Library Association, Camille Baxter, President, spoke at the budget hearing of the Board of Education stating that, "If the proposed cut is effected . . . we regard it as absolutely temporary in nature, not to set standards for future budgets, but to be

made up for by future increases in budget. The secondary schools are facing an overload student group in the near future, the overload now being handled by the elementary schools. This overload must be planned for in some concrete way, not by statements of intent."

Being specific implies having the courage to apply oneself and knowledge to the situation. If you have any doubts that you need a firm grip upon yourself and your intellectual freedom, read "The Public School Crisis" in the September 8 issue of *The Saturday Review of Literature*, wherein education controversies of six American cities are discussed. Also, see "Who's Trying to Ruin Our Schools," by Arthur D. Morse, in the September issue of *McCall's* magazine.

A view of the years ahead tends to stir that "take to the hills" impulse that lies in all of us. But one of the most gratifying parts of work with children and young people is that it brings out the best in all of us and compels us above all else, to preserve and guide the minds and hearts in the best possible way.

If there could be a universal prayer in our hearts for this year, it should be that we may be granted the power of constant awareness and understanding of the world about us, that we may also know ourselves and our purposes so well that we may never have to look back upon a time of crisis and ask, "What happened?"

MILDRED FRARY.

Outline of Service

We have just received from the California State Library a copy of their new *Outline of Service to High School Libraries*. Any high school in California may now borrow books from the State Library for the use of students and instructors. A copy of this outline may be obtained by writing to Mrs. Carma R. Zimmerman, State Librarian, California State Library, Sacramento 9.

A CALIFORNIAN IN OSLO

E. BEN EVANS, *Director of Library Service*
United States Information Center Library in Norway



Ben Evans and Association of Authors of Juvenile Literature in the U. S. Information Center

How do you make apple pie? What is the legal status of married women in the U. S.? What is the source of the title *World Enough and Time*, and how can it be translated into Norwegian? What readings would you suggest on American history for the revised edition of an English textbook for Norwegian secondary schools? How many ski boots does the U. S. export?

Those are some of the questions that have been asked at the U. S. Information Center Library in Oslo, Norway. The library staff — a Norwegian librarian, a clerk, a secretary and myself — is kept busy answering questions on every conceivable subject. Perhaps the strangest request was for help in locating an American electric food mixer and some ready-

mix cake flour to lend authenticity to the American section of a seven nation kitchen exhibit in Oslo.

From a school library in California to a United States Information Center Library in Oslo is a real departure. There would seem to be no basis for comparison between California and Norway, but comparisons are inevitable. What could be more different than the climates, for instance. Ever since we arrived in Norway in the spring of 1950, the rainfall has broken all records, and everyone has been saying plaintively, "But this is so unusual!" What could be more like Californians?

At first thought there is little basis for comparison between the two libraries, either. And still, of the visitors that come

to the Information Center Library, a great many are students and teachers. It is true that much of the work is carried on in Norwegian, and there is no discipline problem in the reading room, but familiar bugbears such as the choice of subject headings and limited space for periodical files are frequent enough to ward off nostalgia.

The United States Information Center in Oslo, Norway, is one of approximately one hundred and forty-five such centers established in fifty-nine countries under the United States Department of State's international information and educational exchange program to furnish authoritative information about the United States abroad. The Oslo Information Center Library through its collection of 4100 books and 260 current periodicals, as well as numerous pamphlets and documents, aims to give Norwegians a correct understanding of life and culture in the United States, American points of view, and scientific and technological developments in our country. Motion pictures, film-strips, photographs, music scores and recordings, and a daily news bulletin are also provided by the United States Information Center in Oslo to present a well-rounded picture of the United States.

The Information Center Library is in the heart of the city, with the king's palace park full of flowers and children on the one side, and the university and national theater on the other. To complement the beautiful view from my office windows I have on the walls a silk screen print of a San Francisco cable car and several colored photographs from the United States, as well as the ever useful National Geographic Society map of our country. During the past year and a half the library quarters have been enlarged and redecorated. The reading and study rooms are inviting and attractive, and are used for occasional meetings of Norwegian groups.

At one of these meetings last spring a special exhibit of American children's books was prepared for a conference of the Norwegian Association of Authors of Juvenile Literature, and an educator from

the United States spoke on children's literature. Four collections of children's books are now being routed to public libraries in Norway, remaining in each library three months to give the children, parents, and teachers an opportunity to borrow these American books. Other touring exhibits of American books have featured fine printing and textbooks and have created much favorable interest.

Secondary school classes studying English are invited to visit the library to get acquainted with its resources, and the English section of the Norwegian Association of Secondary School Teachers has held one meeting a year here.

Pending the appointment and arrival of a new Cultural Officer for the Embassy in Norway, I had the responsibility for the exchange of persons program, one of the most effective activities of the Information Service in this country. Approximately five hundred Norwegian students have been studying in the United States each year for the past five years, and the University of Oslo American Summer School has attracted about 1000 students from the United States during the same period.

During the current academic year 120 Fulbright travel grants will be awarded by the U.S. Educational Foundation in Norway with funds from the sale of surplus property. In addition, 51 Norwegian students, research scholars and teachers will receive full or partial maintenance grants under the Smith Mundt Act to cover their expenses of studying in the United States. Americans expected to study in Norway under the Fulbright grants this year number 42, including 6 teachers, 7 research scholars, 10 professors and 19 students. The 6 teachers represent the first group in the new teacher exchange program with Norway, a venture for which we have great expectations.

From a personal point of view, these two years in Norway are proving a unique experience for the whole Evans family. Attending the Norwegian schools, our boys quickly learned the language and have become thoroughly absorbed in the summer and winter sports, scouting, and

more school homework than they have ever had in their lives. The Norwegians are friendly and hospitable, and it seems as if almost every third Norwegian asks if you know his cousin Ole in Minnesota or Uncle Arne in North Dakota.

The country is a pleasant place in which to work and live, in spite of some shortages still persisting from wartime. The educational and cultural standards are high. The bookshops are excellent and numerous; they are staffed by experts and carry a great many English and other foreign books as well as Norwegian translations of many of our children and adult books. Invitations to meetings of the Norwegian Library Association have made me feel very much at home, for the discussions of book selection, training for librarianship, and financial support have

a familiar ring, though the economic base for all book trade and library activities is much smaller here. There is even a shortage of paper in this pulp-producing country, for it is essential to export as much as possible to build a healthy national economy.

Library experience of this sort abroad gives one a new perspective on his own country and deeper appreciation of what the United States means to individual Americans and to the whole world. Interpreting the United States to foreigners through the United States Information Center Library is rewarding, and I have the conviction that it is important as well. It is work that needs to be done. It is one of the things that must be done if we are to achieve peace and understanding throughout the world.

SCHOOL LIBRARIES IN NORWAY

MRS. RIKKA DEINBOLL, *Supervisor of the School and Children's Department, Oslo, Norway Public Library, Co-Director of the Norwegian National Library School*

School library work in Norway is a complex working field, because of the country's enormous extent and its great variations in structure. It is in other words impossible to prepare a common scheme for the whole country. The new Library Act of 1947 rules that all children shall have access to borrow books from a school library. The amount of children in our elementary schools vary from 1500 down to only a few. Our task is to satisfy children of big cities with well developed schools, as well as children who are living in lonely districts high up in the mountains, where the home often is secured by wire not to blow away. High up in the North some of the Lapps live as nomads. Their children are also entitled to get the books they need and want according to the Library Act.

Has Norway been able to solve the library question for the schools? It can at once be stated that we have made some headway, but that we still are far from having obtained our object. The country

has a swarm of school library types. In North Norway they are just now building up school libraries in the Northern municipalities with money collected by teachers. The initiative came from those teachers the Germans deported to the Northern part of Norway during the Second World War. They have given half a million kroner as a thank you to the population, and this money will mostly be used to build school libraries. Some of the schools are boarding schools, and these schools will get lending libraries as well as reference collections. From central depots traveling book cases are distributed to remote schools, and in the near future two regional central libraries will be opened in North Norway. One of their greatest tasks will be to supply the remotest schools with books.

All together there are between five and six thousand school libraries in the Norwegian elementary schools. Three counties have organized the co-operation through regional central libraries. The school li-



School Library in Elementary School in Oslo. Decorated by Per Teigen

baries are here technically arranged by a trained librarian from the central library. And from the central library the books are distributed by the book car to order. The economy is arranged co-operatively by grants from the different municipalities and by aid from the State. In one of the counties the librarians have built up a model library for elementary schools. This model library goes with the book car and can be ordered from a purchasing center ready-made, with shelves, books and catalogue cards in a casket.

The purchasing center was until recently a private firm, which took care of the book binding for all State aided libraries. This year, however, the center is reshaped as a cooperative concern, the State and the municipalities being shareholders. The center will serve not only as a purchase and binding center, but will also have a bibliographical office. This office will supply libraries with catalogues of recommended books and catalogue cards.

The Ministry of Ecclesiastical Affairs

and Education has appointed three members, who together with the representatives from the teachers' organization form a board for the school libraries. This board is responsible for the preparation of the catalogues of recommended books for school libraries.

All school and public libraries getting State aid come under the Library Directorate in the above mentioned ministry. School libraries in municipalities with less than three thousand inhabitants, get State aid. Those above must manage on municipal grants.

As mentioned above we have a great variety of school libraries. In many rural and town schools the school libraries are primitive without trained supervision. But the Library Act and the course of instruction state that the schools shall have books for loan as well as reference books for the school work. The law concerning the teachers' training college rules that the pupils at the college are supposed to go through a course in library training. The instruction is given by a teacher at the

college or by a trained librarian from the local public library.

The best developed school library system now exists in the capital, Oslo. The town has about 400,000 inhabitants after having incorporated large neighbouring districts only a few years ago. This municipality has now 70 municipal schools with pupils varying from 1600 children down to 14 children. The schools and the public library in Oslo—Deichmanske bibliotek—have co-operated for thirty years. The first ten years the library supplied the schools with class libraries. The last twenty years an intimate co-operation between the library and all branches of schools has been established to build up a reference collection at the schools. From a central depot at Deichmanske bibliotek the libraries at the schools can order books to supply their own book stock. This co-operation applies to the elementary schools, the continuation schools, the secondary schools and the colleges.

One of these school libraries is the oldest library in Norway. The school was established about 1150 A.D., and we know about books the school has possessed back from 1320 A.D. To-day this school has a library consisting of four connected rooms. There are many valuable books from handwritings and incunabula to first editions with the author's dedication from our classics in the 17th and 18th century. In a fifth classroom a modern school library is now being built up. The school is a secondary school and a college and is one of our cathedral schools.

The school libraries in Oslo elementary schools have their traditions from the middle of last century. The children living in the district where Deichmanske Bibliotek now has its main library, wanted to have a lending library at their school and started collecting books and money themselves. This modest school library was maintained by private charity until about 1860, when the town started giving municipal grants to this and other school libraries.

The children's librarians and the teachers have been working together to build

up the school libraries. The school libraries can, however, complete their task only if they adjust to the development in the school. In accordance to this several reading investigations have been made to make clear if the reading plans correspond with the interests of the children.

In one of the newly built schools in one of the new districts in Oslo a model library with lending department and reading room has been established. This library has sittings for 40-50 children and a trained librarian. She goes entirely into the school's work and is working there full time five days a week. The Saturdays she goes to the main library to take part in book meetings and to get hold of picture material and supplementary reading for the teachers and the pupils, from the central depot.

Co-operation with the infant schools is also established. The infant schools have a collection of picture books at their central office. The infant school teachers may borrow books from this collection.

The school which is training social workers among children is also in close touch with the library, and a reference collection has been built up for this school. The students go through children's literature and material suitable for entertainment in the library's children department and may attend the entertainment programs arranged for our borrowers.

To Americans it may be of interest to know that the latest school we have started to co-operate with is the American School in Oslo. Deichmanske bibliotek has a large collection of American children's books thanks to gifts through the Treasure Chest organization and CARE.

Just now we are making lists of the books which the American School may use in the classroom and books which the children may take home with them from the library. We are looking forward to co-operating with the school and give regards to the many donors in America, who have supplied so many Norwegian children's libraries and school libraries with precious book gifts.

BRITISH SCHOOLS TODAY

FRANCES ALLEN, *Catterick Camp, Yorkshire*

As an Exchange Teacher of one year's standing I venture to write for your magazine a few comments on my year's findings, and also a few aspects of our own educational system in which you might be interested. I do this in the hope that those who read may realize that we too, as a nation, consider that "All men are created equal, that they are endowed by their creator with certain inalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness."

I feel that during my year's stay in your country I have grown up, as much in tolerance as in anything. It has given me something, which every teacher in the world today should have, the chance to work, to observe, and to live with people other than one's own.

Towards the end of World War II, early in 1945 in fact, our educators and politicians in Britain were so enlightened and courageous (and a woman, Mrs. Ellen Wilkinson was their leader) as to pass the most advanced educational act of which Europe can boast. That act stated that every British child was to be given the best instruction available according to his or her ability and capacity, and regardless of the income of parents.

Children in our island today are, moreover, taller and heavier than at any time before the war. For a very nominal sum, they have a mid-day meal at school, consisting of two vegetables, dessert and milk, with meat served three times per week in addition to the meat ration they received in their own homes. Also they receive one-third pint free milk each day. As a consequence of this, epidemics of childhood diseases have decreased tremendously. Medical and dental care is regularly carried on throughout the school career.

The child commences compulsory schools at the age of five and as there is a detailed report kept of his or her progress for the next six years, as well as an intelligence-

type test at the age of eleven, the school authorities are then able to judge which children are eligible for the secondary grammar schools, and which for the secondary modern schools, or technical schools. To the grammar schools go those who will be able to absorb the training necessary for the professions and universities. To the modern schools go those who show aptitude at technical and creative work and those who require a good average education. Nevertheless there is social equality between all these children regardless of school, in fact, brothers and sisters in families attend different types, and sometimes the secondary modern buildings are more modern in building and equipment than the grammar schools. Equality in the teaching profession itself is also established by equal pay and holidays for all.

At fifteen years of age the students take other examinations, and those who make the required grades are granted scholarships which enable them to attend universities and teachers' colleges at no cost to their parents.

The modern schools have a twofold purpose: to educate the student to do a good job, and to use his or her leisure profitably. Handiwork and hobbies, games, music, and drama play a large part in the curriculum, and school principals and teachers co-operate in arranging the curriculum to suit the local surroundings and future life of the pupils. In farming areas, for instance, the students plant and care for vegetable gardens, lawns, shrubberies and flower gardens, and even raise poultry, pigs and rabbits. It is also realized in all schools that if surroundings are made as attractive as possible, pupils carry on good taste and training with their own homes. School journeys to places of historical and social significance are regularly planned, the curriculum not being too rigid to interfere with such journeys. All students' requirements in schools are provided for,

including exercise books, scribblers, textbooks, pens, pencils and all tools necessary for practical subjects. But unfortunately owing to six years of war and six of austerity in paper rationing, our libraries are not nearly so well equipped as are yours. But county libraries help our school libraries and in remote villages the travelling library visits.

In conclusion I must say how much I enjoyed my year in California and your hospitality unbounded. I have travelled ten thousand miles since I left California, I have seen much of your wonderful country, and I am now en route for home where I hope I shall be a better teacher for my experiences. "Books in the running brooks, sermons in stars and good in everything. I would not change it."—*As You Like It*.

Frances Lander Spain

A Fulbright grant for a year's work in Thailand has been received by Dr. Frances Lander Spain, assistant director of the School of Library Science at the University of Southern California.

She will be a visiting lecturer in Library Science at Chulalongkorn University in Bangkok and consultant to librarians throughout Thailand for the United States Educational Foundation. She is on special leave from U.S.C. this year.

Dr. Spain came to the U.S.C. faculty in 1948 from Winthrop College of the South Carolina State College for Women, Rock Hill, S.C., where she was college librarian and head of the library science department.

She holds degrees from Winthrop University, Emory University, and the University of Chicago. She has been active as a member of the Board of Education for Librarianship of the American Library Association, is chairman of the Intellectual Freedom Committee of the California Library Association and is a former president of the South Carolina Library Association.

Amidst the last minute sorting of clothes and books on the day before her departure, the much awaited news of the birth of her granddaughter arrived to provide a happy send-off for the long flight to Thailand.

Augmenting the U.S.C. faculty during Dr. Spain's absence, Los Angeles will welcome back Miss Jasmine Britton, retired Head Supervisor of the Los Angeles City Schools' Library and Textbook Section who will come down from Huck Farm in Washington to teach children's work at the Library School.

An Appreciation From Greece

Miss Jasmine Britton recently received this letter from the president of Orlinda Childs Pierce College in Greece. All who have contributed to the Memorial for Statie Weber and Louise Roewekamp Fund will enjoy reading this appreciative note:

Dear Miss Britton:

It was a joy and a help to receive the fine reference books which were sent via CARE from you as memorials to the two librarians, Miss Weber and C. L. Roewekamp. I wrote you our thanks last year; but I want to send a note again to tell you how much these books meant in our course on *World Culture*, which we gave for the first time this year. Our aim was to stretch the horizons of the Greek girls and to give them some sense of World Citizenship. Just to be able to know that friends in Los Angeles thought of the great need of our library for books since the ruthless destruction of our premises and of our collection already makes them very happy. We are very happy to have a student from Occidental College next year at Pierce; and, in return, we are sending one of our students, Ninetta Mahrincola to Occidental. Isn't this a fine idea? With best wishes,

Sincerely yours,
Helen R. H. Nichol, President.

A CULTURAL CENTER IN CHILE

LOUISE SEIM

Devious are the paths of librarianship. One spring day I dropped into Library School to inquire about the possibilities for combining library work with a knowledge of Spanish. That casual inquiry eventually landed me in Chile with my wish unfulfilled but an interesting experience, nevertheless.

Dr. Danton had suggested the U.S.I.E. (U.S. Information and Education) program of the State Department. My query to them brought a suggestion that I apply immediately for work in the Cultural Center program. After much delay for applications, F.B.I. investigation, medical examinations, etc., I was called out of class one January morning and asked to report to Washington, D.C. almost immediately for a six weeks' orientation course before leaving for Santiago, Chile. Assuming that I would go as a librarian, I accepted with alacrity, only to find that there were no openings for librarians at the moment. Since I was currently teaching Spanish, the leap to teaching English as a foreign language did not seem too great to contemplate, and the change from adolescents to adults looked inviting. Besides, by that time I had become very enthusiastic about the overall program and eager to become a part of it.

Considering the years of activity of the Cultural Center program, it is surprising that it has received so little publicity. I had never heard of it, and I meet few people who have. The evolution of the centers has varied so greatly from country to country that it is difficult to speak of them in general terms. Originally located in Latin-American countries exclusively, they are now being extended to countries of the Near and Far East with new centers in Turkey, Burma and Siam.

The centers are entirely bi-national in plan and purpose. As early as 1927 and 1928 there were centers in Buenos Aires and Havana. These had no assistance from the government. Usually centers arose due to the efforts and interest of prominent

nationals and leading U.S. business men residing in the country. Requests for aid from these existing centers were first directed to the Office of the Coordinator of Inter-American Affairs, then headed by Nelson Rockefeller. The administrative details were turned over to the American Council of Learned Societies which performed this function until January 1, 1945. Policy control was transferred in 1943 to the Division of Cultural Relations of the Department of State. In 1945 all aspects of the program were taken over by the Department of State, and the entire program has since been administered through the Institute's Branch of the Division of Institutes and Libraries.

Centers are controlled by a local board of directors made up of prominent nationals and U.S. business men. The administrative director is a grantee of the U.S. State Department. He is responsible to the local board of directors and also to the State Department through the Public Affairs Officer and the Cultural Attaché of the local U.S. Embassy.

Aid from the State Department takes the form of administrative personnel, library books, and some cash grants as well as traveling exhibits, movies, and some other equipment. For the most part the centers are self-supporting, deriving the bulk of their income from fees for English classes and membership dues.

Personnel sent by the State Department are awarded a letter of grant since these positions are neither Foreign Service nor Civil Service. The grant is issued on a yearly basis and includes transportation allowances, a basic salary, living allowance, and various minor items of expense. Grantees serve as directors, directors of courses, teachers and librarians. All other personnel is hired locally.

During the six weeks in Washington grantees are briefed on departmental policies and various phases of the work which they will encounter in the field. There are daily classes in phonetics, instruction in cultural anthropology, talks by various

staff members on all facets of the work, practical demonstrations of equipment, and visits to related offices such as Inter-American Affairs, Library of Congress, Pan-American Union, etc.

Our particular group consisted of fifteen grantees, some new and some in from the field for reorientation. Groups are gathered together twice yearly. To me the visit to the Library of Congress was one of the high spots. We were taken to Luther Evans' inner sanctum for a short chat with this thoroughly human and charming man. A tour of some of the departments most closely related to our work followed. Outstanding was the beautiful library devoted to Hispanic studies. I snatched another afternoon to explore on my own. It was an inspiration to soak up Americanism at its roots, to see the original documents related to our birth and growth.

It is over-simplification to state that the purpose of a Cultural Center is to "sell America." It is part and parcel, however, of the aims and ideals fostered by the U.N. and particularly UNESCO. Emphasis is on exchange—exchange of ideas, materials, and people. The majority of the classes, of course, are English classes, but classes are also given by Chileans for resident Americans to learn Spanish. The weekly movies feature aspects of Chilean life as well as American. I use the term "Americans" simply as a short-cut as Chileans, too, are proud to be Americans. The weekly lectures are sometimes in Spanish, sometimes in English, and always over a wide range of topics and pitched at various intellectual levels. Art exhibits feature Chilean artists. Traveling exhibits feature aspects of American life. At one weekly luncheon only Spanish is spoken. At the other, for which seats are at a premium, only English is spoken. Outstanding Chilean artists, authors, composers and actors are guests of honor at these luncheons. Dances, daily tea, a variety of clubs and other activities promote friendship and inter-communication. All possible help and information is given to students who wish to enter American schools. A special course is given to schol-

arship students to help them adapt to the life they will find in the United States. The teaching personnel, in addition to the State Department grantees, is drawn from American students studying in Chile as well as other qualified resident Americans and Chileans with an excellent command of English who have studied in the U.S.

The library, needless to say, reflects these varying interests. Only a few of the thirty-odd centers have trained librarians. Santiago, being one of the largest centers, has a trained staff consisting of a grantee librarian assisted by two charming and intelligent Chilean women, both of whom studied library science at the University of Chile under Mr. Edward Heiliger, the present head of the Benjamin Franklin Library in Mexico City. The bulk of the seven thousand volume collection revolves around America, North and South. Emphasis is on American authors and the American way of life in all its aspects. Aside from this slight over-balance in favor of hemisphere considerations, the library is similar to any library in the United States of similar size. The collection represents all of the usual phases of library work from reference to juveniles. The reading room displays a wide variety of United States magazines which are in great demand because of their timeliness and their pictorial worth. Medical material is eagerly sought, so a special section is devoted to the doctors. A separate room houses the collection of American books in Spanish translation.

The facilities of the library are widely publicized through the newspapers, radio, and posters placed in hotels, stores, and other strategic locations. All classes are introduced to the workings of the library early in each term. As a consequence, the library is a busy place throughout most of its eleven hours daily. Some members of the Institute join principally to avail themselves of library withdrawal privileges. Anyone may use the materials, but only members may borrow for home use. Friendly relations are maintained with other libraries and institutions in the district, and the library frequently assists them with information and materials.

A. L. A. HIGHLIGHTS — 1951

JESSIE BOYD

"The Heritage of the U.S.A. in Times of Crisis" is the challenging theme for the 75th Anniversary year of the American Library Association. Beginning with the annual conference, held this summer in Chicago, the program for bringing significant books and materials before the American public began with outstanding speakers for the general sessions. John A. Wilson, professor of Egyptology, the University of Chicago, spoke on "Ancestral Views Prophesying"; Dr. Jacques Maritain, Princeton University, discussed "Western Civilization and Religious Faith" and Walter Laves, former Deputy Director General of UNESCO, opened up new vistas for understanding other peoples and customs in his brilliant speech on "Men and Nations." The importance of the librarian in working with teen-age youth in times of crisis was thoughtfully and at times humorously presented by the anthropologist, Dr. Margaret Mead.

To carry forward the theme of the convention, the Ford Foundation granted \$150,000. Six demonstration areas have been chosen for a nation-wide discussion program on "The American Heritage." Included in the demonstration areas is the Los Angeles County Library, with its "variety of library situations and population characteristics from which will come information and materials most helpful to all libraries conducting the heritage discussions."

Three new books are being written for use by citizens: "This American People," by Gerald W. Johnson and "Living Ideas in America," by Henry Steele Commager, both to be published by Harper in October. For younger people will be the book "Birthdays of Freedom," by Genevieve Foster to be published later in the year by Scribner.

October fourth, the date of the founding of A.L.A., has been established as National Library Day and impressive ceremonies are to be held in Philadelphia.

Everywhere, other organizations, including the General Federation of Women's Clubs and discussion groups, are cooperating with librarians "to get Americans to read and study about our chances to think our way through to some kind of survival of the freedoms we enjoy." School libraries, too, are making their contributions.

Two interesting workshops on books and audio-visual aids were held preceding the conference. It was the first time that publishers, book sellers, and librarians met together and discussed their mutual problems of book reviewing, exhibits, binding, out-of-print books and media of communication between the groups. Margaret Girdner, as chairman of the school group, gave an excellent summary of suggestions.

A highlight of the pre-conference was the talk given by Marchette Chute, who handled 10,000 books and materials in her research for her recent book, "Shakespeare of London." Her simplicity, honesty, and high standard for writing made an indelible impression.

Of special interest to school librarians was the roll call of states in one of the meetings of The American Association of School Librarians. The members of the State Assembly reported on the activities of their states and the number of school librarians attending the convention. Six school librarians were reported from California by Marion Horton. Thirty states now have state supervisors and consultants, other states are working hard to achieve them. Elementary libraries are on the increase and many states have organized their student library assistants into local and state organizations. Ideas flowed freely as the representatives gave enthusiastic reports. The unexpected presence of Martha Wilson, a pioneer school librarian, first president of the organization and an author of books on school libraries proved a surprise and a delight. In a witty manner she traced the early days of school

library work and ended with the statement that to her "school library work is a great adventure."

The Newberry-Caldecott dinner in the beautiful ballroom at the Palmer House was a delightful experience. Favors were made to suggest an Easter Egg Tree with Amos Fortune and Katy sitting at the base of the tree. The presentation of the medals by Frederic Melchior, the impressive acceptance speech by Elizabeth Yates, the humor of Katherine Milhous and the beautiful singing of a Negro choir were memorable.

Californians were particularly proud of Jade Snow Wong, when she spoke on the Intercultural Action Committee program, arranged by Jasmine Britton, former supervisor of School Libraries in Los Angeles. At the end of her moving speech and the reading of her father's prayer, the audience moved forward as a body to pay tribute to one who had so ably and modestly met the problem of conflicting cultures. Californians were proud, too, when Helen E. Haines, author of "Living With

Books," received the Lippincott Award for distinguished contributions to librarianship. A member of A.L.A. for sixty years, beginning her professional career in 1892 as editorial assistant of the Library Journal, and now teaching at the University of Southern California, she gave a scholarly, thoughtful answer.

There were many other experiences to be remembered, including the combined Book Exhibit, the individual exhibits of publishers at the Palmer House and the commercial exhibits at the Hotel Stevens, the walks along Michigan Avenue between the two hotels, the meeting of many friends including editors, librarians and publishers, the quick visits to the delightful miniature Thorne rooms at the Chicago Art Institute, the meetings of social groups, and the broadcast of Carnival of Books with Richard Chase telling one of his flavorful folk tales with Mrs. Ruth Harshaw outlining her expected visit to the Pacific Coast this fall to make recordings of California children interviewing California authors.

SCHOOL LIBRARIANS! ACT NOW!

Join or renew your Membership in the new A.L.A. School Library Division

SEND DUES TO MARJORIE SCHRAMLING

Los Angeles High School, 4600 W. Olympic Blvd., Los Angeles 19

Help meet the professional challenge of 5000 members

Help your profession and it will help you!

DOUBLEDAY & COMPANY, INC.

INSTITUTIONAL DEPT.

Send for new "Special Booklist for Schools" and be sure to check list of titles now available in DOUBLEDAY PREBOUND EDITION.

Chester J. Thorne
Box 57-E
Pasadena, Calif.

Arthur Wagstaff
Box 1158
Walnut Creek, Calif.

IN MEMORY

ELIZABETH PATTON

The death of Elizabeth Patton, in June of this year, is a matter of deep regret and brings a feeling of sadness to the great numbers who worked with her for many years in The School Library Association of California, especially the Northern Section. From the beginning of her work in Garfield Junior High School in Berkeley, in 1922, until her retirement, in 1947, she was continuously active in the association. She never shirked committee work and always did her full share, however arduous the task. She was a capable committee chairman and by virtue of these chairmanships and various offices in the association she was a member of the council of the Northern Section during many of the years when council meetings were often all day or even whole weekend affairs. On these occasions much constructive work was accomplished, but there were also many rewarding personal benefits, in understanding, mutual respect and lasting friendships.

Elizabeth Patton's contributions were many and valuable. As a junior high school librarian when such positions were rare, she was able to make unique suggestions and helpful plans. She served the association in many capacities, as secretary, president, and director of the Northern Section and as state secretary, vice-president, president, and director. During her state presidency the drive for books for the post-war Philippines was carried to a successful close. She also projected the association's manual for officers, which has been perfected and published since her retirement.

Indeed, if human memories were not so fallible there could be traced through a quarter century of the association's history, on much of its best achievement, the imprint of Elizabeth Patton's willing and capable hand.

—Helen L. Price.

SYDNEY BANCROFT MITCHELL

On September 21, Sydney Bancroft Mitchell's long and successful career as librarian and horticulturist ended with his death at his home on Woodmont Avenue, Berkeley.

Readers of this Bulletin knew him well: as teacher, lecturer, advisor, and Dean in the field of librarianship. Garden enthusiasts all over the world knew him as a horticulturist of rare achievement in the field of iris and daffodil breeding. Visitors to his home knew him as an entertaining conversationalist. To all these, his death represents a real and lasting loss.

Mr. Mitchell was born on June 24, 1878, in Montreal, Canada, where he was educated, receiving both his B.A. and M.A. from McGill University. His interest in gardening began during his school days and was maintained simultaneously with his career as a librarian during the remainder of his life. Following graduation from McGill University, he attended the New York State Library School in Albany and returned to Montreal to fill a position in the McGill University Library. In 1908 he accepted a position in the Stanford University Library and three years later moved on to the University of California Library as Head of the Order department. During World War I he became Acting Librarian, and in 1926, with the establishment of the Graduate School of Librarianship, became Director and later Dean of the school, until his retirement in 1946.

Mr. Mitchell was as fluent and as entertaining a writer as he was speaker, and his numerous books and articles on librarianship and horticulture are both entertaining and instructive. He was the first president of the California Horticultural Association, and for many years edited the association's journal.

The beautiful gardens which he and Mrs. Mitchell developed around their home on Woodmont Avenue are a lasting tribute to his life and work.

—Jeanne Van Nostrand



This semi-circular shelving-desk in The University of San Francisco Library was built by Library Bureau* to fill a special need and to harmonize with the plans for this library interior. The shelves hold The

Library of Congress Catalog in book form; are arranged for maximum ease of reference.

**Originally designed by G. Vinton Duffield, Princeton University.*

You decide what you want...

LB HELPS YOU DESIGN IT

Library Bureau is always glad to work directly with your architects to help you plan your library—to contribute the fruit of our 75 years experience in building quality products for America's libraries.

LB equipment is built to be both useful and beautiful ten, twenty, even fifty years hence. Your replacement cost becomes virtually nil. And when you expand, LB can always supply you with furniture that harmonizes perfectly with what you already have.

For complete details on LB Furniture ask for Catalog LB403. Address: 711 S. Olive St., Los Angeles 14; or 41 First St., San Francisco 5.



Study Carrell, of LB's famous natural birch, built for the same library.



Remington Rand
INC.

Library Bureau — Originator of Specialized Library Equipment

DEPARTMENT NOTES

ELEMENTARY SECTION: *Mrs. Geneva Willey*
JR. HIGH SCHOOL SECTION: *Cecelia Myrland*

HIGH SCHOOL SECTION: *Vera Ann Swoboda*
COLLEGE SECTION: *Virginia Slauson*

JUNIOR HIGH SECTION

BULLETIN BOARD IDEAS . . . (By the Year)

MARGUERITE R. KIRSCHMAN, *Bret Harte Junior High, Oakland*

Ever get the Bulletin Board blues? I used to. It wasn't that I lacked ideas, but my artistic touch was often weak and I lacked the all-important TIME to carry the ideas out. It got to the point that as soon as I got a new Bulletin Board ready, along came the worry gremlin plaguing me about getting the next one done.

Our Bulletin Board is no lovely glass protected, Mitten-lettered one where books themselves may be displayed. It is a piece of pinning board in a dark corner of the hall and is allotted to me only because the library door swings back against part of it so the space can't be used for extra lockers.

This year, thanks to an exceedingly talented student, Joan Michaels, our Bulletin Board program has been most outstanding. Our boards are changed every three or four weeks, sometimes more often if a school event particularly ties in with the library. This year we used paper sculpture almost entirely. It was (1) quick, (2) a new medium for our project, and (3) it proved to have wonderful eye appeal for the students. The following is a partial list of our successful ones. Sometimes we borrowed a title, sometimes an idea from a book or advertisement, but whenever we did we saw to it that we put enough originality in it to make it our own.

We borrowed from the Arrid ad and captioned "Fresh as a daisy." This was a large paper-sculptured daisy measuring a yard from tip to petal tip whose gently rounded yellow center carried an engaging face with sweeping black eye lashes and rose-bud mouth. We used book jackets of our newest sure-fire fiction for this, our first one.

October started with a wise old owl whose paper-sculptured chest was swelled with pride. He was perched on a branch

against a gray-green background where the caption read "Be Wise and Read." This gave our new informative non-fiction a chance to be displayed. Toward the end of the month we replaced the owl with a football theme. In the lower right hand corner was a large football shoe bent at the correct angle to have booted the padded football well toward the opposite corner and the goal posts. Crepe paper lacings and the correct padding made this a simple but effective idea for displaying the latest jackets about the sport.

For November and Book Week we used our own instead of the prepared Book Week poster which seemed too juvenile for our school. The foreheads of a boy and a girl just showed above a paper-sculptured, many paged book which bore the title "Book Week" while an inquisitive mouse perched atop the book cover seemed to be trying to peer over to find out what Book Week was all about. We used the newest favorites for our book-jackets.

For Christmas our central figure was suggested by the pictures in "The Littlest Angel" though we made him our own and mounted him against a glorious blue paper background studded with clouds of cotton. Only book jackets from books about Christmas were used.

January—a semester ending and a beginning had an adorable paper sculptured schoolhouse on a hill. Figures of the graduates were just disappearing down behind the hill while the L7's were sketched in to suggest their arrival. This bore the caption "Hail and Farewell" and the books were of interest particularly to H9 and L7.

February we went in for color. Against a plaid paper background was a wee Scotsman, complete with tam, kilts and sporran, wearing a short beard of cotton. Around the entire frame of the board

were dollar signs and the caption was "Millions of Books." All types of jackets were used.

March was the "Easter Parade." A dapper pony, driven by a proud bunny, pulled a purple peasant cart filled with huge decorated Easter eggs. In the green grass behind the cart lay a surprised bunny who had just fallen off the cart. There was no special theme for the jackets.

April bore the caption "April Showers." A young lady, complete with maroon gashos, umbrella and a yellow slicker (which ballooned realistically in the April wind), had a French poodle on leash, and both were caught in long slanting raindrops. This display brought out the greatest enthusiasm of any display of the year—possibly because of the clever poodle made from curled white manila paper.

By this time my paper-sculpture artist was full of ideas so she planned the May one on her own. When it was up we all had a good laugh. Captioned "In the Good Old Summer Time," the only figure was a gay nineties girl in a swing. She was most complete as to high button shoes, many starched and scalloped white petticoats, a gay red skirt, a striped red and white blouse with puffed sleeves—and a ducky hat with flower trim (on a pipe-cleaner stem) which swayed with every breeze. This gave us an excellent chance to display titles for good summer reading.

Here are a few ideas that have really worked for me. They have been suggested by students but have been tried and found excellent. (1) Keep a complete set of cardboard alphabets, both caps and small letters, and let non-readers work on your colored letters. (2) In a pinch try backgrounds of chromatic or mono-chromatic papers arranged in stripes in pleasing divisions of your board. Textured papers work well with this and no design is necessary. (3) Try an "Idea Book." We keep one handy where students who get an idea may suggest a title and a rough sketch and then have them sign it. They enjoy credit for the idea in the school paper. (4) Plan your Bulletin Boards so that the student workers are drafted from the gym period when, for various reasons, they are

not in active competition and may easily be spared.

My especial thanks to Miss Iris Rempel who allowed students to work during salvaged periods and whose suggestions were a *great* help, and to these three students: Harry Ledbetter, Evanthis Kostopulos and Joan Michaels.

Bibliographies

The Elementary Science Bibliography prepared by the Elementary Committee of the Northern Section is now ready for distribution. This bibliography as well as the following may be obtained for fifty cents, each, from Miss Kara Whitcher, 1071 Lombard Street, San Francisco:

Library Books for Social Studies: Grade 1-6.

Library Enrichment Materials for 7th and 8th Grade Social Studies.

Bibliography of Audio Visual Materials for 7th and 8th Grade Social Studies.

Miss Whitcher requests that orders be accompanied by cash, checks or money order, not stamps.

BOOKBINDING

For Libraries and Schools

Our exclusive specialty since 1909



MAGAZINES substantially bound. Missing numbers supplied.

FICTION rebound in attractive Picture Covers and impregnated buckram.

TEXTBOOKS rebound to match style of original covers. A rebound book will outwear four new copies.



EXCELLENT WORKMANSHIP
INTELLIGENT SERVICE

"We Know How"



**FOSTER & FUTERNICK
COMPANY**

444 Bryant Street San Francisco

Free!

**1951-1952 CATALOG
OF OUTSTANDING
FILMS**

**BRAY LIBRARY
OF FILMS**

New films are constantly
being added to the

BRAY LIBRARY

covering such subjects as:
**HEALTH AND HYGIENE
BIOLOGY, SAFETY, NATURE
AVIATION, AERONAUTICS
GEOGRAPHY, FORESTRY
ENGINEERING, CHEMISTRY
ASTRONOMY, CIVICS
ETC.**

THE BRAY STUDIOS, INC.

729 Seventh Ave.

New York, N. Y.

WORLD YOUTH

Geographic Adventure Stories

For Boys and Girls

(ages 9-14)

For 1951-1952 the Editor has in hand exciting and informative adventure stories laid in: Norway, Arabia, Newfoundland, Guatemala, Ecuador, Hawaii, Africa, Ontario, Belgium, Samoa, Holland, The Philippines, Indo-China, Java, Brazil, Turkey, etc.

Illustrated with maps — drawings — excellent photographs.

Our authors are top-ranking professionals in the older juvenile field.

Published monthly (except July, August)

\$3.50 ten months (\$4.00 abroad)

World Youth, Inc.

Los Gatos, California

For Imaginative Teachers —

ADVENTURE INTO POETRY

By FLORA J. ARNSTEIN

This true adventure into the amazingly creative minds of the very young shows how the clever teacher can harness the creative urge to the service of learning.

"A penetrating analytical account by a classroom teacher of the ways her children — from six to twelve years old — were led to write poetry."

—*The English Journal*

"A much-needed book on the methods of teaching poetry to children, and the manner in which they may be inspired to express themselves."

—*Creative Writing*

Send for it now

\$300

STANFORD UNIVERSITY PRESS

STANFORD, CALIFORNIA

HIGH SCHOOL SECTION

UNESCO GIFT COUPONS

VERA ANN SWOBODA

We teacher-librarians in the high schools can do much to promote friendship and understanding throughout the world by cooperating with the Reconstruction Committee of the UNESCO Division at 421 Powell Street, San Francisco, California, to furnish books and other materials to war-wrecked countries. UNESCO has launched a gift coupon plan to make it possible for everyone to take a direct hand in the work of the United Nations. By selling UNESCO Gift Stamps in order to buy gift coupons to send abroad, members of organized groups may become partners in a UNESCO Assistance project for some war-wrecked or under-privileged country. The UNESCO Gift Coupon is a special kind of international currency, like a cheque or postal money-order. Coupons may be exchanged for books, films, laboratory equipment, or virtually any other article needed by a school or university, library or museum, research scientist or artist, trade school or other educational, scientific or cultural institution. Printed in denominations of \$10 each (or the equivalent in other currencies), UNESCO Gift Coupons may be sent anywhere in the world. By selling UNESCO Gift Stamps to finance a specific project, the membership of a club or group participating in the Coupon Plan not only collects funds but helps educate the public in the purposes of the UN and of UNESCO.

From a score of war-wrecked and under-privileged countries UNESCO receives a constant flow of vivid details describing efforts and needs of teachers, students, scientists, artists. Enlivened with background stories and photographs, divided into "projects" according to cost and kind, these needs are reported to groups seeking an active role in a United Nations program. For example: In Greece, Secondary School in Katoria, one set of wall charts \$15, two UNESCO Gift Cou-

pons; School for Blind Children in Salonika, teaching apparatus for blind \$400, forty UNESCO Gift Coupons; in the Philippines, Pangasinan Branch Library in Lingayen, books for rural library, on wheels, \$10 one UNESCO Gift Coupon; Burmese Mass Education Council in Rangoon, mobile audio-visual van \$5000, five-hundred UNESCO Gift Coupons.

Through these projects we can not only help the recipients of these coupons, but we can stimulate the interest of our students in the countries that are being helped. High school students like to correspond with students in foreign countries. Also they like to feel that they are helping those less fortunate than themselves.

Student librarians, California Scholarship Federation members, Science Club members, and Foreign Language Club members would enjoy working on these projects. For further information write to the Reconstruction Committee, UNESCO Division, 421 Powell Street, San Francisco 2, California.

World Affairs Council

The World Affairs Council which has just moved into new quarters at 421 Powell Street, San Francisco 2, is equipped to supply pamphlet materials issued by UNESCO, UN and our own government, on almost every subject that has to do with world affairs. This material is either inexpensive or free. The very excellent library under the capable direction of Miss Anne Burnett, will give reference help in its highly specialized field, or will lend books, while the reading room will be most attractive and useful to students who live near by. College and secondary school libraries throughout the state will find it desirable to be on the Council's mailing list.

DISPLAYS

As a part of our program for making the library an inviting center, we have organized a committee who have charge of the bulletin boards and the large display case in the entrance hall. They also are expected to beautify the room by the thoughtful arrangement of various plants and flowers. The committee consists of the staff clerk and student assistants who work under the direction of the librarian. The purpose is to stimulate interest in selected books or subjects, call attention to special resources and services, and advertise other matters which we wish to bring to the students' notice. There is nothing original in our plan, but we do feel that by means of this type of publicity, the individual interests of a large number of students can be reached.

One of our most effective displays was entitled "Know Your Library," which explained pictorially the three main sources of reference: the card catalog, the Readers' Guide and general reference books. Another exhibit that drew a great deal of attention was called "One World" and it showed by means of a large globe, National Geographic pictures, and flags of all nations, that the once far distant peoples of other lands are now just a stone's throw away. At the end of each semester it has become a tradition that we pay tribute to the high senior class, by featuring a graduation theme.

Some of the other topics developed during the year were, "What's New and News," a magazine display, "Balance Your Reading Diet," "You Never Graduate from the Library," and "Fall Line-up," featuring football and other sports, acting on the principle that no work should require doing a second time, we have found it helpful to keep on file a brief description of each display and a list of the books and materials used.

We try to change the exhibit every three weeks, in order to create an interest in many fields. In fact any subject is "grist to the mill," if we think it has a special appeal to San Leandro High School students. MRS. FLORENCE GARDINER.

BOOKS

Books of All Publishers Supplied
to Schools and Libraries

Our Trained Staff is Always
at Your Service

THE SATHER GATE BOOK SHOP

2335 Telegraph Avenue
Berkeley

Librarians and Teachers . . .

Send for complete information, and
reprint from . . .

NEW
1951
EDITION

of the

WORLD BOOK ENCYCLOPEDIA

Write now to . . .

FRANK J. WEBBER
Educational Division

FIELD ENTERPRISES, INC.

6404 Hollywood Boulevard
Los Angeles 28

Personals and News Notes

LONG BEACH: Edna E. Anderson, Supervisor of Library Service retired in June 1951, and the following have resigned: Mrs. Ellen Tyler, Grant Elementary School; Mrs. Lois Hughes, Stevenson and Roosevelt Elementary Schools; Miss Jane Wright, Polytechnic High School; Mrs. Alva Cox, Lindbergh Jr. High. Mrs. Cox was transferred to Dewey Continuation High School as a teacher of social studies and will combine her new work with some library service. Mrs. Irene Pollard returned from leave of absence, and the following new appointments have been made for 1951-52: Mrs. Rachel Castagna, Lee Elementary School; Miss Martha Cooke, Lafayette and Naples Elementary Schools; Mrs. Madge Farrell, Whittier Elementary School; Mrs. Lois Trevennen, McKinley Elementary School; Miss Mary Tusha, Roosevelt and Stevenson Elementary Schools; Miss Elizabeth Wilson, Lindbergh Jr. High School; Miss Jeanne Newhouse, Polytechnic High School; Miss Marjorie Ray, Teachers Professional Library and Catalog and Order Office.

LOS ANGELES: New appointments: Rosemary Fitzpatrick to John Marshall High School. (Formerly Children's Librarian at Memorial Branch of the Los Angeles Public Library.) On leave: Vera Walls on sabbatical leave from the Library and Textbook Section. She plans to travel over the United States and Europe. Dorothy Keiser is on leave from Belvedere Junior High School. Returning from leave: Ruth Bullock, Bret Harte Junior High School; Reba Bartlett, Huntington Park High School; Camille Hopmans, Nightingale Junior High School; Gene Lewis, Wilmington Junior High School. Transfers: Wilna Cornwell to Hollenbeck Junior High School, Lois Fetterman to the Library and Textbook Section. Retirements: Esther Bombardner from Phineas

Banning High School; Jasmine Britton, Head Supervisor, from the Los Angeles City Schools Library; Alice Butterfield from Hollenbeck Junior High School; Mary Kaplan, formerly cataloger, Library and Textbook Section; Viola Stevens from John Marshall High School. Substitutes: Nell Carr Oertel, Foshay Junior High School; Claralee Gibbons, Audubon Junior High School; LaVon Harrison, Banning Junior High School.

STOCKTON: Fern Rommel will replace Miss Mildred Smith who has resigned from Stockton High School Library after more than 30 years of loyal and outstanding service. Miss Smith will return to her home in Ferndale, California. Miss Myrtle Devereaux has retired from the El Dorado School and will be replaced in the library by Mrs. Jean Rogers. Miss Doris Updahl will be in the McKinley School library replacing Helen Smither. Jane Donaldson and her husband have just returned from a six month leave which they spent in Europe.

Library and Text Book REBINDING

MENDING STRIPS:

Onion Skin	@ \$.80
Map Bond	@ .80

BOOKBINDER'S PASTE:

Gallon	@ 3.00
Quart	@ 1.10
(in glass)	
Gallon	@ 3.25
Quart	@ 1.30

RED ROPE MANILA:

Price list on application

BOOK LACQUER:

Gallon	@ 4.75
Quart	@ 1.90
Pint	@ 1.40

PACIFIC LIBRARY BINDING CO.

770 East Washington Blvd.
Los Angeles 21, Calif.

FRESNO: Mr. Howard Kaston will be librarian at the Fresno Junior College during the current school year. Mr. Kaston is a graduate of the University of Minnesota, holds an M.A. degree from the University of California and an M.S. degree from the University of Southern California. He follows Miss Eda Kusch who retired from the position of junior college librarian in June. At Fresno High School the librarian will be Miss Shirley Hopkinson who comes to Fresno from Modesto Junior College where she was assistant librarian. Miss Hopkinson received her M.A. degree this spring from Claremont Graduate School. Two of Fresno's junior high schools will have new librarians. Mrs. Louise Cahn will be in charge of the library at Washington Junior High School, taking the place of Mrs. Elsie George who has resigned. At the new Yosemite Junior High School Miss Patricia Dart will divide her time between the library and teaching. Mrs. Melissa Fuller, librarian at Washington Union High School, spent the month of August in Mexico, and has returned from her trip filled with enthusiasm and tales of her "jaunt."

OAKLAND: Ida Ann Beebe has resigned from Frick Junior High in Oakland to return to her home state of Washington. Her position has been filled by Mrs. Grace Davis who graduated this year from the library school at the University of California.

Mrs. Maurine S. Hardin worked with a group of teachers from the U.C. Demonstration High School (held at Oakland's Technical High School this summer) in preparation of a film strip on the USE of the READERS' GUIDE TO PERIODICAL LITERATURE. The members were enthusiastic about the project and it is hoped that the film strip may be made available for circulation.

SERVING

The Great

San Joaquin Valley

as

**LIBRARY
BOOKBINDERS**

★

**Valley Library Bindery
Fresno, California**

Gaylords

Since 1896

LIBRARY SUPPLIES

•

LIBRARY FURNITURE

•

BOOK MENDING SUPPLIES

•

And other standard library
furniture and supplies.
Prompt shipments.

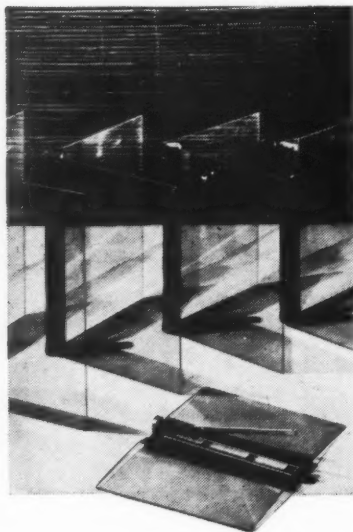
Gaylord Bros., Inc.

STOCKTON, CALIF.

SAN FRANCISCO: Miss Margaret V. Girdner attended A.L.A. in Chicago this summer. Miss Geraldine Ferring of the Department of Texts and Libraries taught at San Jose State College this past summer. Miss Dorothy Harvey (Presidio Junior High) toured the United States with two friends. Eleanor Barry (Everett Junior High School) attended summer school in Los Angeles. Vicki Van DeVenter (Portola Junior High) spent her vacation in the Trinity Alps with her husband and little daughter. Lelia V. Price (James Lick Junior High) escaped the San Francisco fog and wind by vacationing in San Carlos. She flew to the Pacific Northwest for a short visit with her family shortly before the opening of school. Margaret Jones (Aptos Junior High) attended summer school in San Jose. Miss Cecile Bolin of George Washington High School is now Mrs. Christian. Roberta Melanie of Horace Mann Junior High has also changed her name. She is now Mrs. Douglas. Mrs.

Margaret McBride of Everett Junior High has resigned. Mrs. Helen McBride, Roosevelt Junior High, is the mother of a son, born May 10. Miss M. Fahs, Denman Junior High, is in Europe on a year's sabbatical leave. She left San Francisco shortly after school going, going to the North Cape on a Danish freighter. Her place has been taken by Mrs. Lilian Wyatt.

Berkeley: Mrs. Jeanne Van Nostrand, librarian at Berkeley High School who is on a sabbatical leave this year, plans to spend the fall retracing the old boundaries between the United States and Mexico from San Diego to El Paso as part of her research for a forthcoming book. In the spring she will travel over Europe with her husband, Dr. John J. Van Nostrand, head of the history department at U.C., and her sister. While she is away Mrs. Alice Johnston Fredericks is serving as librarian at Berkeley High.



MODERN	10 SIZES	ATTRACTIVE	COMPACT
VINYL PLASTIC COVERS			
PRACTICAL	PROMPT SERVICE		
MOISTURE RESISTANT	LIGHT WEIGHT		
LOCKED-IN SECURITY	ELECTRONIC BONDS		
EASY OPERATION			
FLAT-OPENING	INTERCHANGEABLE	CLEAN	

A Sears Roebuck & Company pattern department manager writes: "These binders are indeed very satisfactory—still look almost like new. My binders take considerable wear, because we are lacking of space in our yard goods and I have frequently found them off the counter on the floor. These binders, in my estimation, far surpass the others." Scranton, Pa.

Pattern catalogs weigh up to 9 pounds, with covers 14½" by 13½" in area. They are made of the same materials and by the same method as the standard Marador periodical binders.

Please write for further information.

MARADOR CORPORATION
6831 San Fernando Road Glendale 1, Calif.

MARADOR PLASTIC BINDERS

PATZCUARO—A SCHOOL FOR LIVING

DANIEL BEHRMAN, *UNESCO Staff Writer (sent to Miss Jasmine Britton by Marie Rapp, Librarian at Patzcuaro)*

Fishing is not very good this year, Apolinar Calderon will tell you. Mr. Calderon, a fisherman, lives on the island of Janitzio which rises out of Lake Patzcuaro, two hundred and fifty miles west of Mexico City, like the crest of a drowned mountain. He works his nets from dusk to dawn, but a catch of whitefish brings only \$.03 a pound. When there are no fish, there is no money to buy corn for tortillas.

Mr. Calderon and his fellow islanders get their water by yoking buckets across their backs and hauling it up from the lake. But the lake water is contaminated and a fisherman cannot earn much if he is laid up with dysentery. There is nothing exceptional about Mr. Calderon and his problems. More than half the world lives in similar conditions. Teaching him ways of improving his life is no easy task, because he is not familiar with the most common "tool" for learning—the ability to read. There again, he is no exception. More than half the world cannot read or write.

Educators believe they have found a way of reaching Mr. Calderon and more than one billion other people. It is called fundamental education, which simply means education in the fundamentals needed for daily life and staying alive. If you taught Mr. Calderon to observe a closed season when the whitefish are breeding, his catch would improve. The use of fertilizer in the lake might increase the food supply of the whitefish and improve the weight of his catch. He could learn how to do this and how to form a fishermen's co-operative to carry out the experiment. If he boiled his water, he would lose fewer nights on the lake because of sickness. If reading could help him learn a trade to supplement his income, reading might have a new appeal for him.

In Latin America alone, there are an estimated seventy million illiterates. In other words, seventy million potential pupils for teachers of fundamental educa-

tion. But there are not enough of these teachers to begin to fill the need and, to make matters even more serious, there is a corresponding lack of teaching aids—books, films, filmstrips and teachers' guides to enable them to do their job.

Last summer a plan was placed before the Sixth UNESCO General Conference in Paris to create a world network of regional centers to train these teachers and develop the materials they need. The centers, six in all, are to be established in five regions: Latin America, Equatorial Africa, the Far East, India and the Middle East.

Over a twelve-year period, UNESCO's plan calls for these centers to train 4,200 teachers of fundamental education. These graduates, in turn, will staff similar centers in their own countries, and there will be trained the teachers who will work in the field.

As far as Latin America is concerned, this plan is out of the paper stage. On May 9, 1951, the first regional center, an international training and research laboratory in education aimed at raising living standards, was inaugurated at Patzcuaro in the Mexican state of Michoacan. Its fifty-two students come from nine Latin-American countries—Bolivia, Costa Rica, Ecuador, El Salvador, Honduras, Peru, Guatemala, Haiti and Mexico. Nearly all are school teachers or directors of adult education who have given up a year from their professional careers to specialize in fundamental education. Lucas Ortiz, former head of rural education in Mexico and director of the center, told me in an interview just what the students are to learn. "At Patzcuaro," he said, "we intend to show students how to teach people in rural areas to improve their lives through what I like to call the four cardinal points of fundamental education." Mr. Ortiz continued: "These points are: first, man must protect his health; second, he must take advantage of the natural resources surrounding him; third, he has the right to enjoy leisure and must be given an op-

portunity to do so; and fourth, he must dignify his home life materially and spiritually. We teach literacy when we teach health or home economics or agriculture, but never as a separate, isolated subject. As far as we're concerned, it is no use to teach a man to read unless you can convince him it will help solve the problems of his daily life." Mr. Ortiz heads an international faculty whose members come from Colombia, Denmark, Mexico, Puerto Rico and the United States. They live and work in buildings donated to the center by the Mexican government. Mr. Ortiz and his faculty emphasized that the center is interested in theory only insofar as it can be applied in real life. Thus, the center has at its disposal a "laboratory" region consisting of eighteen Tarascan Indian villages with a population of ten thousand persons in its immediate vicinity.

The students at Patzcuaro have been divided into ten teams assigned to work in the eighteen villages. They will investigate the villages, weigh their problems and then come up with what they think is the answer. The answers will be tested under working conditions, for each team is to live two weeks in the villages assigned to it and put its theories into practice. The Patzcuaro center will do more than train teachers of fundamental education as such, for it will form a corps of men and women who can staff teacher training schools in their own region.

Students at the center will have a chance to watch Mexican educators in action in the Patzcuaro region. A deeply-rooted, highly realistic rural education program has already made great progress in Tarascan villages and its methods will come under study. These students will need teaching materials in their work and the center is equipped to produce them. Patzcuaro now houses a Multilith press and a set of Varitype machines which can print a large section of type faces and sizes at low cost.

The production branch of Patzcuaro has also begun to use radio as a means of education, for surveys have shown that each village has at least six or seven radio sets—often battery-powered. A radio sta-

tion in the city of Morelia, thirty-five miles from Patzcuaro, has made one-half hour of radio time a week available to the center, and students from each nation will produce education programs.

Textbooks to be published in Patzcuaro will be simple and as local as possible in their approach. Local artists have been engaged to illustrate them because, as one faculty member put it, an illustration of a house or a fishing boat, for example, is meaningless if readers do not recognize it. In addition, the faculty includes a documentary film expert who acts as his own writer, director and cameraman. There, too, the objective is to produce educational films which fit as closely as possible into the lives of their prospective audiences.

The films, books and radio programs produced at the Patzcuaro center will later be offered as models to educators throughout Latin America once they have passed the test of local conditions.

Thus, Patzcuaro is already a going concern as a regional center.

—A UNESCO Release.

BOOKS

When purchasing books we are prepared to give you quick and efficient service. Trade books of all publishers, both Adult and Juvenile, at Library discounts.



MAGAZINES

We specialize in Subscriptions to all publications. We solicit your bids.



THE SAN FRANCISCO NEWS COMPANY

Division of The American News
Company, Inc.

657 Howard Street
San Francisco 5, California



COMPLETE PREBINDING SERVICE

You Can Buy Any Book of Any Publisher

From Us in Our

"BOUND TO STAY BOUND"

Binding

Prebound
Books

Library
Rebinding

NEW METHOD BOOK BINDERY, INC.

Jacksonville, Illinois



MUSIC BOOKS for every school library

write to your nearest
Sherman, Clay store
for the free

GUIDE TO MUSICAL LITERATURE

a 24-page booklet
listing standard and
newly published books
on every musical subject



San Francisco

Sutter at Kearny, 2539 Mission

Oakland, 2101 Broadway at 21st

San Jose, 89 South First Street

Fresno, 1133 Fulton

Sacramento, 1312 K Street

- ☐ **The Literature of the Piano, Ernest Hutcherson.** Guide for amateur and student.....\$5.00
- ☐ **Music for the Voice, Sergius Kagen.** Excellent reference book, descriptive list of concert and teaching material..... 5.00
- ☐ **Music and Man, H. D. McKinney.** General outline of a course in music appreciation based on cultural backgrounds; includes annotated lists of books on special subjects and phonograph records..... 3.00
- ☐ **Masters of the Keyboard, Willi Apel.** Brief survey of pianoforte music..... 5.00
- ☐ **Shaping Forces in Music, Ernst Toch.** Essays on harmony, melody, counterpoint, form in music; a record of a contemporary composer's thoughts on problems of his craft.. 5.00

Miss Thelma Reid
California State Library
P. O. Box 2937
Sacramento 9, California



VROMAN'S...FOR BOOKS

You can eliminate costly book-purchasing problems by ordering all of your books from us. We are the California depository for the major educational publishers listed below and can also offer prompt service and attractive discounts on the library books of all publishers. In our warehouses we maintain a stock of books of all types that is the largest and most complete on the Pacific Coast. Our many years of experience in the school and library field have given us the background to anticipate your needs and to help solve any book-purchasing problems.

DEPOSITORY PUBLISHERS

APPLETON-CENTURY-CROFTS, INC.	CHARLES E. MERRILL CO.
A. S. BARNES & CO.	NOBLE & NOBLE, INC.
CHARLES A. BENNETT CO.	ODYSSEY PRESS
C. C. BIRCHARD & CO.	THE READING HOUSE
BOBBS-MERRILL CO.	ROW, PETERSON & CO.
BRUCE PUBLISHING CO.	WILLIAM H. SADLER
CONTINENTAL PRESS	BENJ. H. SANBORN & CO.
THE FIDELER CO.	SCOTT, FORESMAN & CO.
FOLLETT PUBLISHING CO.	CHARLES SCRIBNER'S SONS
GLOBE BOOK CO.	SILVER BURDETT CO.
HARCOURT, BRACE & CO.	L. W. SINGER CO.
HARPER & BROTHERS	STANFORD UNIVERSITY PRESS
IROQUOIS PUBLISHING CO.	UNIVERSITY PUBLISHING CO.
W. L. JEPSON	WEBB PUBLISHING CO.
J. B. LIPPINCOTT CO.	WEBSTER PUBLISHING CO.
LONGMANS, GREEN & CO.	WHEELER PUBLISHING CO.
LYONS & CARNAHAN	JOHN C. WINSTON CO.
MACMILLAN CO.	WORLD BOOK CO.
McKNIGHT & McKNIGHT	ZANER-BLOSER CO.
MENTZER, BUSH & CO.	

Trade, library and prebound books of all publishers also available

Order All of Your Books From

VROMAN'S

CALIFORNIA SCHOOL BOOK DEPOSITORY

367 S. Pasadena Avenue
Pasadena 2, California

533 Mission Street
San Francisco, California

